

Teacher(s): Johnson

Subject: World History

Week of: Jan 8 – 12, 2018

Week: 20

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSWH 7 Analyze European medieval society with regard to culture. Politics, society and economics a. Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne.	Do Now: Guided Instruction (<i>We do</i>)- What is a serf? Opening: Focused Instruction (<i>I do</i>)- explain work session (priority to Atlas activity); assist as needed Work Session: Independent Learning (<i>You do alone</i>)- complete GN 13-1 & 2 using textbooks Collaborative Learning (<i>You do together</i>)- in pairs, complete Atlas activity 34ab Closing: Guided Instruction (<i>We do</i>)- What does manor mean? Home Learning: complete GN 13-1 & 2 if not done in class	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Guided notes Atlas activity 	Formative: Teacher Observation Q&A Atlas activity Guided notes
	Purpose: To provide the students an opportunity to enhance their knowledge of the standard and elements along with atlas work			Summative:
Tues	Standard(s): SSWH 7 Analyze European medieval society with regard to culture. Politics, society and economics b. Explain the political impact of Christianity and the role of the church in medieval society. c. Describe how increasing trade led to the growth of towns and cities, include: the impact of the Bubonic Plague	Do Now: Guided Instruction (<i>We do</i>)- What is a guild? Opening: Focused Instruction (<i>I do</i>)- explain work session (priority to Atlas activity); assist as needed Work Session: Independent Learning (<i>You do alone</i>)- complete GN 13-4 Collaborative Learning (<i>You do together</i>)- in pairs, complete Atlas activity 36ab Closing: Guided Instruction (<i>We do</i>)- Canon law regulated the behavior of whom? Home Learning: complete GN 13-4 if not done in class	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Guided notes Atlas activity 	Formative: Teacher Observation Q&A Atlas activity Guided notes
	Purpose: To provide the students an opportunity to enhance their knowledge of the standard and element along with atlas work			Summative:
Weds	Standard(s): SSWH 7 Analyze European medieval society with regard to culture. Politics, society and economics d. Describe the causes and impact of the Crusades on the Islamic World and Europe	Do Now: Guided Instruction (<i>We do</i>)- Who started the Crusades? Opening: Focused Instruction (<i>I do</i>)- explain work session (priority to Atlas activity); assist as needed Work Session: Independent Learning (<i>You do alone</i>)- Complete GN 14-1 Collaborative Learning (<i>You do together</i>)- in pairs, complete Atlas activity 35ab Closing: Guided Instruction (<i>We do</i>)- In the end, who controlled Jerusalem? Home Learning: complete GN 14-1 if not done in class	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Guided notes Atlas activity 	Formative: Teacher Observation Q&A Atlas activity Guided notes
	Purpose: To provide the students an opportunity to enhance their knowledge of the standard and element along with atlas work			Summative:

Thurs	Standard(s): SSWH 7 Analyze European medieval society with regard to culture. Politics, society and economics All elements	Do Now: Guided Instruction (We do)- Who claimed the right to confer secular political powers on kings? Opening: Focused Instruction (I do)- Explain the work session Work Session: Guided Instruction (We do)- review and discuss all the materials in preparation for Friday quiz Closing: Guided Instruction (We do)- Home Learning: study all materials in prepare for the quiz and the classwork turn in	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A
	Purpose: to provide the students an opportunity to prepare for the quiz through review and validation of the class work			Summative:
Fri	Standard(s): SSWH 7 Analyze European medieval society with regard to culture. Politics, society and economics All elements	Do Now: Guided Instruction (We do)- Write down what you think you will make on the quiz? Opening: Focused Instruction (I do)- answer any questions before the quiz then review quiz procedures Work Session: Independent Learning (You do alone)- complete the quiz and then turn in classwork set Closing: Guided Instruction (We do)- How accurate do you think your Do Now answer was? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A Quiz Classwork set
	Purpose: To provide the students an opportunity to validate their learning and comprehension of the material covered for the quiz			Summative: